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ABSTRACT

Symptoms displayed by primary age children with learning disabilities are listed; perceptual handicaps are explained. Activities are suggested for developing visual perception and perception invclving motor activities. Also suggested are activities to develop body concept, visual discrimination and attentiveness, visual memory, and figure ground perception. Body concept puzzles are recommended for developing visual motor integration; cutting, pasting, and sorting activities are described; and specific visual motor activities, including walking beam, are detailed. Also provided are screening test examples and bibliographies of teaching materials and of texts and periodicals. (JD)

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THE COUNTY BOARD OF EDUCATION
WASHINGTON COUNTY

SUGGESTED ACTIVITIES
TO USE WITH
CHILDREN WHO PRESENT
SYMPTOMS OF
VISUAL PERCEPTION PROBLEMS

Elementary Level

FALL 1968

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TABLE OF CONTENTS

	PAGE
Introduction	1
Background Information	3
Identifying Children with Learning Disabilities in Primary Grade Classrooms	5
What is a Perceptual Handicap?	8
Inability in Visual Perception	9
Inability in Perception Involving Motor Activities	10
Body Concept Activities	11
Developing Visual-Motor Integration Through Body Concept Puzzles	12
Examples of Above	13
Cutting, Pasting, and Sorting Activities	15
Other Activities for Developing Visual Discrimination and Visual Attentiveness	20
Developing Visual Memory	22
Figure - Ground Development	24
Specific Visual-Motor Activities	25
The Walking Beam	27
Screening Test Examples	28
Bibliography of Teaching Materials	34
Bibliography of Texts and Periodicals	38

COUNTY SUPERINTENDENT OF SCHOOLS
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INTRODUCTION

The purpose of this guide is to serve as an aid to teachers of regular primary grade classes, elementary special classes for educable and trainable retarded, physically handicapped, visually handicapped, etc.

The guide is a compilation of subjects discussed and activities used by a selected group of teachers and psychologists who met for in-service meetings during the spring of 1968. The group reviewed existing programs for children with learning disabilities. Since this guide was designed as an aid to all elementary teachers, emphasis was placed on activities for children who present symptoms of visual perception problems and lack of visual-motor skills.

The staff of the Washington County Board of Education, Special Services Department, wish to extend their thanks to the professional personnel who contributed to the meetings and the guide under the direction of Mrs. Marie K. Bahn, Supervisor of Special Classes.

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BACKGROUND INFORMATION

Let us look at school age children as being divided into several different groups with one group consisting of those children for whom the school curriculum has been devised and aimed toward. These children grasp the materials and concepts which have been presented to them by teachers and by other educational means with little difficulty. These children learn the various concepts educators expect of average and above average children.

Another group of children we see in the schools today, are those children who are in special education programs. They require special program, curriculum and teaching techniques designed for the deaf and hard of hearing, blind and visually handicapped, the mentally retarded, emotionally disturbed, etc.

We then have another group of children who may have average or above average intelligence but do not fit into the above mentioned groups of children. This group of children are referred to as children with "learning disabilities." Many of these children have struggled along with the first large group of children but have not achieved according to the level expected of them. Their teachers may have given them extra help, they may have received additional work from remedial teachers, or have therapy from speech correctionists, hearing therapists, vision conservationists, etc. In spite of all the extras these children have received, it has often been found that they have an academic delay regardless of the amount of remedial help they received.

Whether these children are in regular classes or in special education classes, they present a challenge to the teacher.

Planning activities that will be interesting and helpful to such a child in your room has been the concern of many teachers.

In this manual we are attempting to compile information which will shed some light on the area of learning disabilities with emphasis placed on visual perception as it pertains to visual skills and visual-motor skills.

IDENTIFYING CHILDREN WITH LEARNING DISABILITIES IN PRIMARY GRADE CLASSROOMS

As has been pointed out in this guide, the term "learning disabilities" encompasses a wide variety of disabilities. It refers to those behavioral characteristics that interfere with children and adults acquiring and using knowledge respectively. At times the disabilities may be singular but are often more than one.

Teachers and other educational personnel should study the behavior patterns of children who are suspected to have some learning disability. A child may be over active and uncontrollable, or overly quiet and withdrawn. He may be a day dreamer, or easily distracted by his surroundings. He may lack coordination in both gross and fine motor skills. A number of children have visual perception problems, or impaired auditory perception.

The following is a list of clues which will help the classroom teacher in identifying children with these disabilities. Caution should be used in using this list of clues to determine the possibility of a child having a learning disability. The presence of one or several of these clues may only indicate that the child has a weakness in this area. These clues which were revised from a list taken from Schiefelbusch and Haring are especially helpful in identifying children with impairment of visual-motor skills.

SYMPTOMS OF LEARNING DISABILITIES WHICH ARE DISPLAYED BY SOME CHILDREN IN PRIMARY GRADE CLASSROOMS

1. Inability to listen and to follow directions.
2. Difficulty coloring
   a. Within the lines
   b. Picture as a whole or unrelated - for example patchwork coloring

3. Difficulty cutting

    a. Following the lines

    b. Holding scissors

4. Puzzles - inability to put together

    a. Simple puzzles

    b. Difficult puzzles

5. Painting

    a. He may not enjoy it

    b. Difficulty handling mechanics of painting

6. Difficulty sorting

    a. Blocks by color

    b. Blocks by shape

    c. Blocks by size

    d. Objects according to categories

    e. Pictures according to categories

7. Molding clay

    a. Cannot mold clay

    b. Molds clay crudely

8. Difficulty matching

    a. Pictures

    b. Letters

    c. Words

9. Difficulty reproducing block designs

10. Difficulty making associations

    a. Matching objects which belong together

    b. Matching pictures which belong together

        Ex. - bat & ball, apple & tree, baby & rattle

11. Difficulties with drawing

    a. Check completeness of figure

    b. Check proportions - parts of body to whole

    c. Check location (accuracy of parts)

12. Attention span (Check time as Dr. Cruickshank suggested.)

    a. When listening to stories or music

    b. When participating in group activities

    c. When playing alone

13. Is he hyperactive? To what extent?

14. Is he withdrawn? To what extent?

15. Is he distractable? To what extent?

16. Does he perseverate?

    a. Does he do or say something over and over?

    b. Does he have difficulty transferring from one activity to another?

17. Language

    a. Does he use one word, phrases, or sentences?

    b. Does he use appropriate grammar or "me will do it" kind of talking?

    c. Does he have articulation difficulties?

    d. Does he have difficulties in word findings?

18. How well does he use finer or smaller muscles?

    a. Does he display jerkiness of hands?

    b. Does he display jerkiness of tongue and mouth when talking or eating?

19. Difficulty with right-left orientation

20. Which is his preferred hand? (if he has one)

21. Is he awkward or clumsy?

22. Does he mingle with his peers or is he a loner?

WHAT IS A PERCEPTUAL HANDICAP?

A perceptual handicap is a disturbance which causes a person to perceive in ways he is not expected to perceive. There may be distortions of what he sees, hears, touches, tastes, or smells. In other words, he is not perceiving in the way that most people do. And so visual perception handicaps are disturbances that cause a person to see things and visualize things in a way that is different. He lacks the ability to recognize and discriminate things he sees or to interpret what he sees by association with past experiences.

Some things the teacher will look for in younger children who may be experiencing perception problems in the area of vision are:

1. Reversals - some reversal tendencies do occur with young children but become less pronounced as a child matures. If they continue to a great degree, it may be a clue to such a problem.

2. Dissociation - may not be able to see the unity of component parts. For example, he may not see that parts of letters fit together. |= Oy

3. Rotation - in this instance, the child may see things sideways or at some other angle other than it should be. A may look

4. Difficulties with foreground-background relationship - For example, children may have a great deal of confusion in their ability to focus or perceive a stable foreground-background relationship (May not be able to differentiate objects in back or front of picture.)

Visual perception activities which will be included in this guide will deal mainly with eye movement activities, form perception activities, visual memory, visual comparison activities, and eye-hand coordination activities, as well as other visual motor skills.

INABILITY IN VISUAL PERCEPTION

Suggested Activities

Puzzles (carefully selected)

Peg board and marble board designs

Reproducing pattern from a given copy

Reproducing pattern from memory

Discrimination in likenesses and differences

Noting missing parts

Designs with parquetry blocks

Identification of the whole when only a part is seen.

Discrimination in size

Identification of shapes within the environment

Discrimination in shapes

Match shapes to outline of the shape

Foreground-background stabilization (pattern on pattern)

Stabilization of form regardless of its setting with variations in size, color position

Revisualization (reproduce from memory)

Learning Disorders, Jerome Hellmuth, Editor
Seattle Seguin Publications 1965

INABILITY IN PERCEPTION INVOLVING MOTOR ACTIVITIES

Suggested Activities

Awareness of one's self in space.

Awareness of one's self in relation to other objects within the environment.

Tracing.

Making a line between two parallel lines.

Finding direction in a maze.

Following dot and line patterns.

Reproducing Pattern.

Cutting with scissors.

Coloring with heavy outlines (structure)

Coloring with faint outlines.

Dot to dot pictures by connecting numberd dots.

Walking, running, skipping, jumping.

Building block towers (requires steadiness)

Manipulation of puzzle pieces, pegs, blocks.

Use of vertical chalkboard.

Rhythms.

Structure the playground activity until ready for games requiring large areas.

Learning Disorders, Jerome Hellmuth, Editor
Seattle Seguin Publications 1965

BODY CONCEPT ACTIVITIES

Children, and adults alike, need a point of reference around which all impressions are organized. Things around us are referred to our body, and their position in space is in reference to the individual's body.

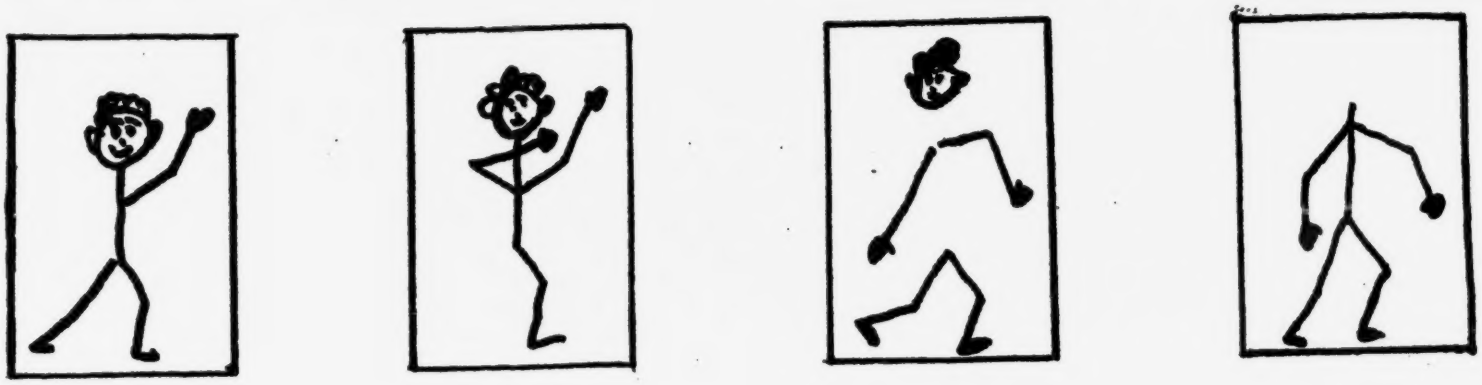
Body concept should be learned through learning the name of the body parts, how they move, and what their functions are, as well as their relationship to objects in space around it.

After children learn the names of body parts and can point to them when specified, they should then be provided with activities requiring the movement of a part or parts of the body according to directions which can be given by sight, voice, or touch.

Activities for developing body concepts and understandings can be found in Kephart's text <u>The Slow Learner in the Classroom</u>.

Records which are listed in the materials section of this guide are excellent for developing body images and concepts.

Following are examples of mimeographed papers which are helpful when teaching body concepts and body awareness. Have the children draw the missing parts on each paper.



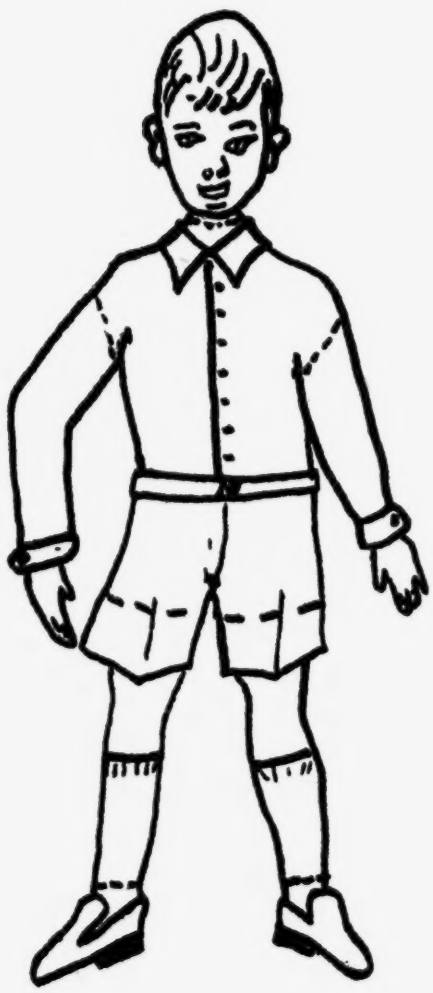
DEVELOPING VISUAL-MOTOR INTEGRATION THROUGH BODY CONCEPT PUZZLES

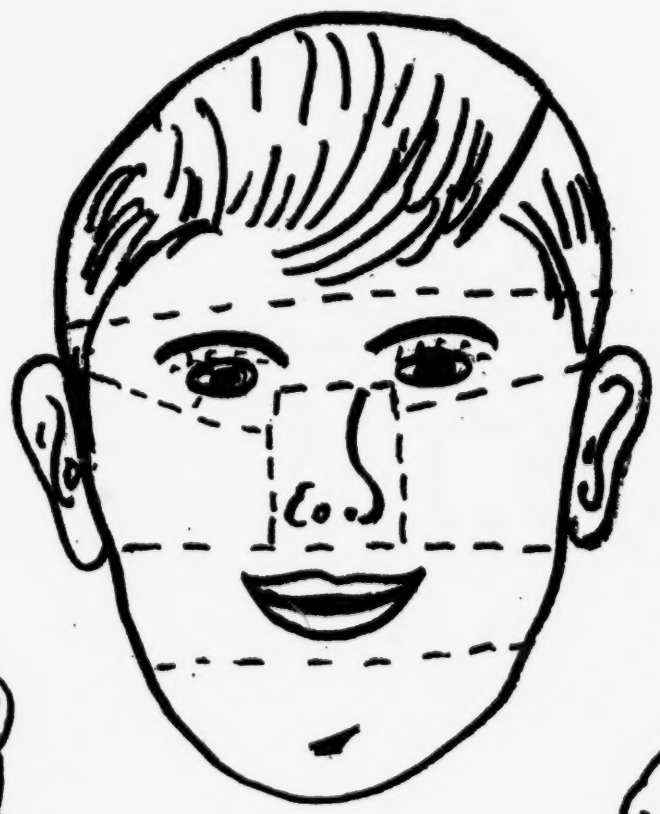
The development of integration of visual-motor skills is necessary in tasks requiring coordination of eyes, hands, and other muscles. After the child is aware of his body parts and their functions, the teacher can make puzzles either with magazine pictures or teacher-drawn pictures. First cut them out, then mount them on cardboard and cut them as indicated by dotted lines so that each is divided by body parts. 8" x 10" is a good size to use.

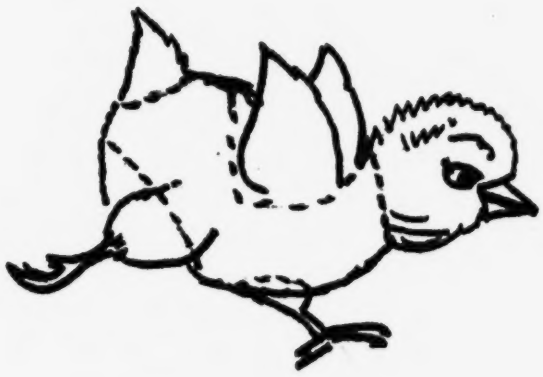
Start with whole human figures, then use just heads for face and head parts.

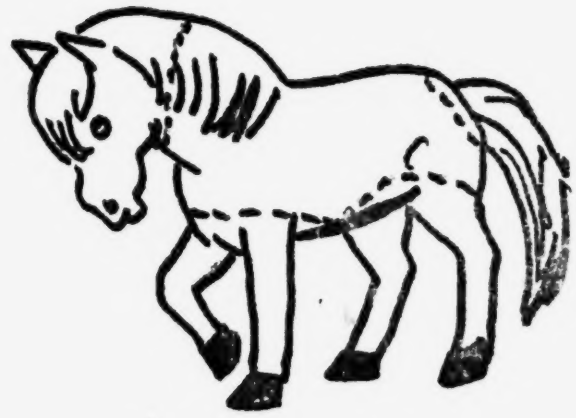
After child has mastered putting these puzzles together, use pictures of animals.

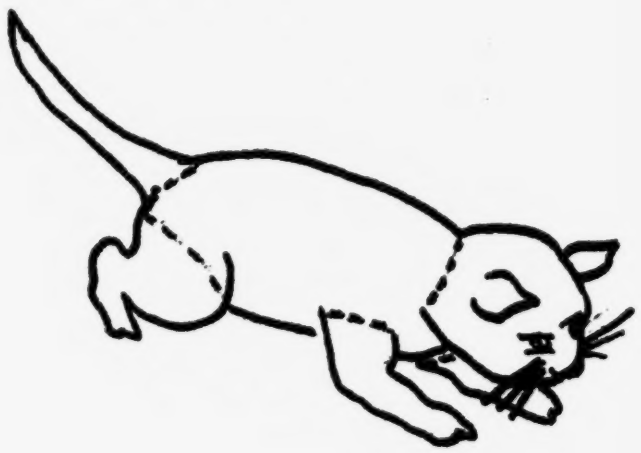
See examples on the following two pages.

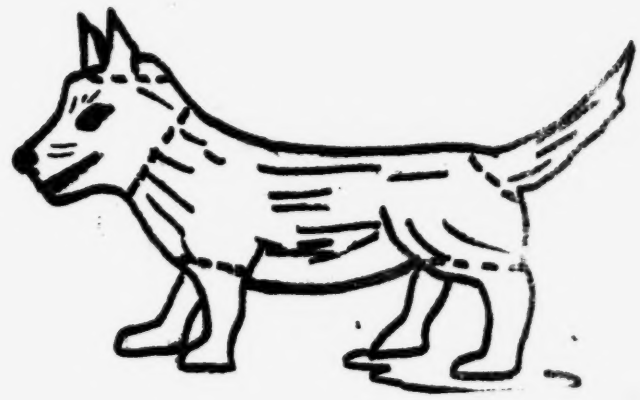






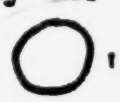
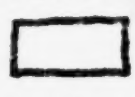
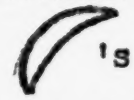




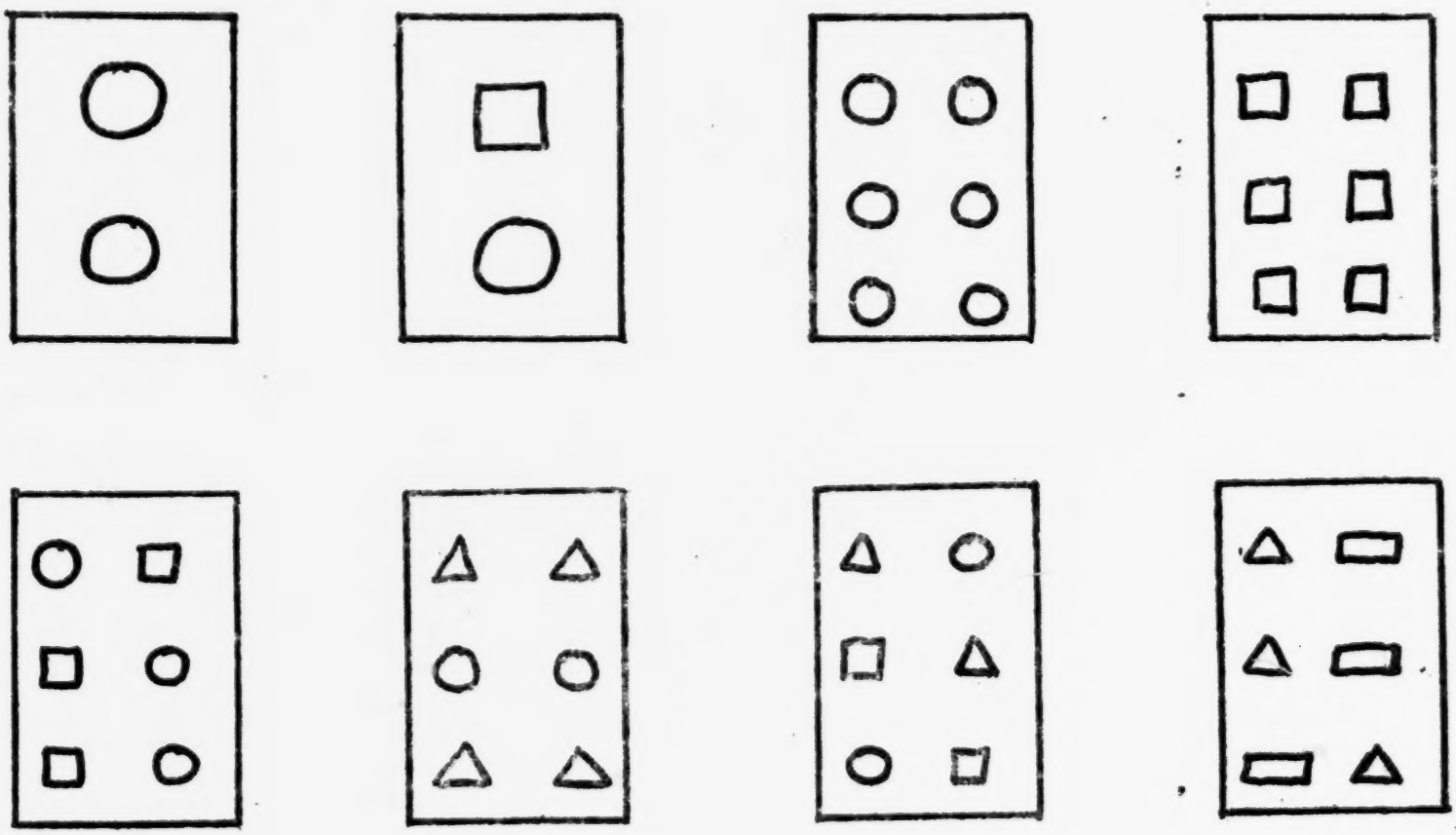


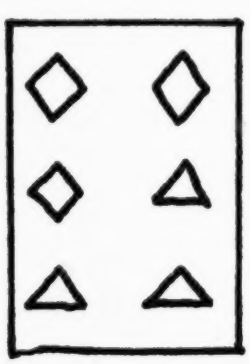
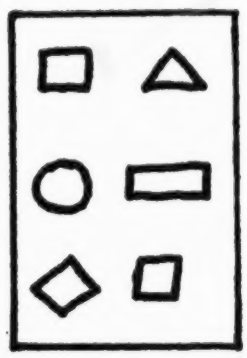
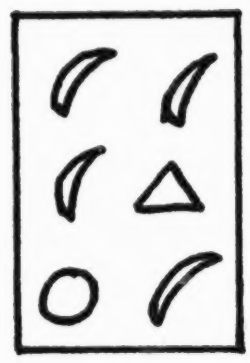
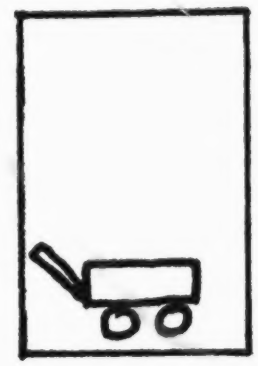
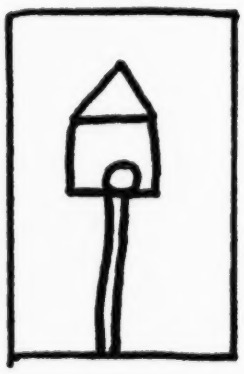
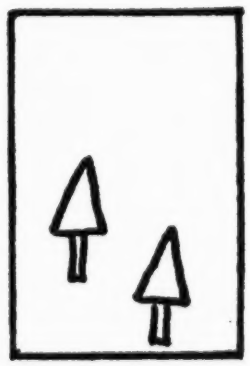
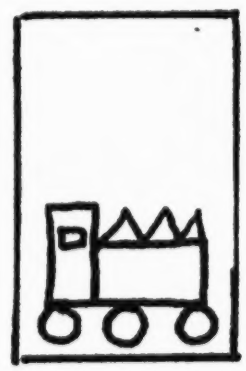
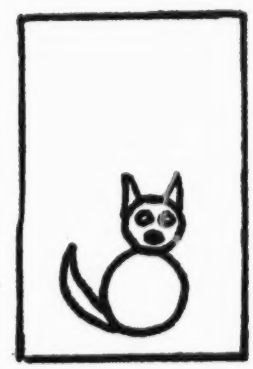
CUTTING, PASTING, AND SORTING

Visual attentiveness, visual discrimination, eye-hand coordination, and organization are developed through activities such as cutting, pasting, and sorting.

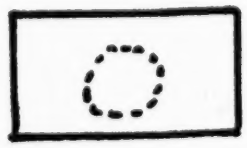
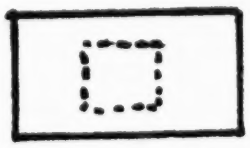
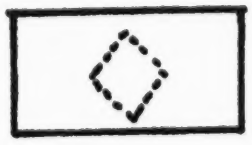
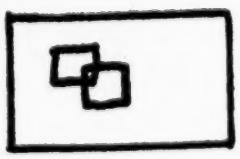
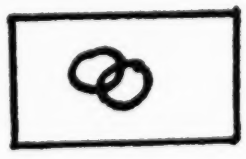
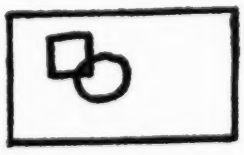
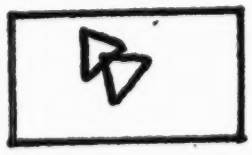
The following are examples of pre-prepared worksheets made by the teacher. She should first make oak tag patterns or templates for  's 's 's  's 's  's and 's. Then draw designs on heavy drawing paper, and give child another colored paper. Have him find the shapes on the templates to correspond with designs on the drawing paper. Child can then trace the design with the template, cut it out and paste it in the corresponding outline on the drawing paper.

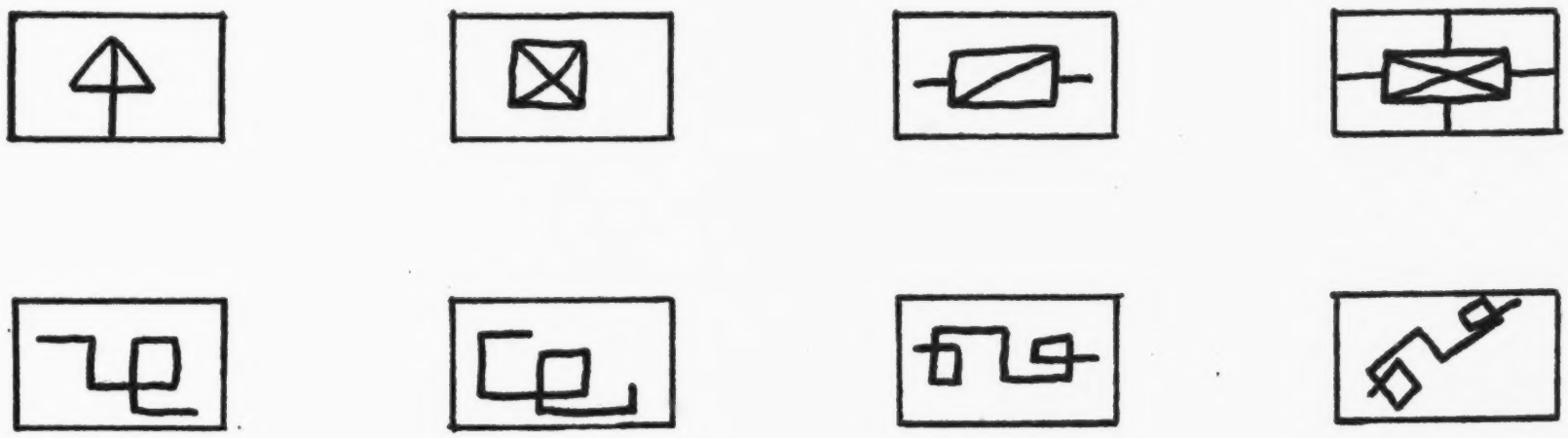
Caution should be taken to begin with only one or two large shapes, then progress to more shapes and smaller shapes, and then using shapes to make pictures of objects. Use of varied colors can be used still later.



After the child masters these, numerous designs can be used for copying. Put each design on a separate 3" x 5" card with a felt tip marker and have child copy the design. Some suggestions are as follows: (Remember always start with simpler designs and move to harder ones as child masters the easier ones.)



Activities for Sorting

Summarized from Methods in Special Education by Norris Haring and Richard Schiefelbusch.

Sorting is a good beginning activity to develop visual perception. In the following suggestions always start with the simplest activity and gradually increase the difficulty.

1. Sorting blocks by colors

   a. Use 2 red blocks, 2 blue blocks, 1 red sheet of paper, and 1 blue sheet of paper.

   b. Have child put the red blocks on the red paper, etc.

   c. Add other colors and more blocks after child masters sorting the two colors.

2. Sorting beads by shapes

   a. Use 2 round beads of one color and 2 square beads of another color.

   b. Put the beads of the same shape together, then add more round and more square beads. Keep shapes and colors the same. Increase the number of shapes slowly and keep colors the same. When child masters this, use various colors of each shape.

3. Sorting pencils

   a. By color

   b. By length

4. Sorting balls by sizes

   a. Large - small

   b. Then add in-between sizes

5. Sorting paper squares by color and sizes.

6. Sorting paper shapes according to form -

7. Use same color for matching shapes; for example, make all circles red, all squares green, etc.

   Later use various colors for each shape; for example, some circles green, some red and some black, etc.

8. Sorting of objects - 2 pencils - 2 erasers that look alike.

   Add other like objects (up to 6 or 8 different kinds of objects.)

9. Sorting pictures - same as above.

10. Sorting letters on 2 x 2 tag board.

    a. At first use color cues; for example red a's, blue b's etc.

    b. Start with letters of different configurations (m - t)

    c. Increase number of letters to be sorted as child masters the skill.

11. Sorting numbers - same technique as sorting letters.

12. Sorting words - same technique as sorting letters.

13. Add likenesses and differences

    a. Start with 3 objects (3 toy cars of which 2 are identical and have child put the 2 that are alike together.)

    b. Other examples:
       3 pencils - 2 large - 1 short
       3 blocks - 2 big - 1 small

    c. As child masters skill, increase the activity to 4 objects with 3 of them being identical, etc.

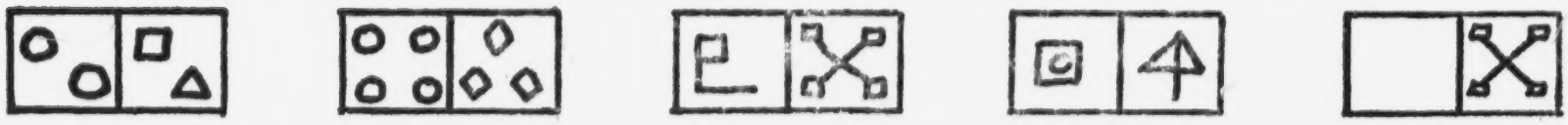
OTHER ACTIVITIES FOR DEVELOPING VISUAL DISCRIMINATION AND VISUAL ATTENTIVENESS

1. Domino symbol games can be devised to be used for developing visual attentiveness and visual discrimination. The game is similar to dominoes. Colored symbols are used instead of dots and are mounted or drawn on heavy tag board. The children are to match the symbols.

   Be sure to start with simple sets consisting of blue stars, red circles, purple squares, green triangles, orange crescent, and yellow diamonds.

   Example:

2. The same technique can be used to emphasize differences in symbols and can be made more difficult by using more complex symbols and designs, and by using more symbols per domino:



3. Classifying pictures provides numerous activities. Collect many pictures of foods, furniture, clothes, vehicles, toys, tools, etc. Have children group them according to use. Begin a child with only two groupings and then add more as he becomes more proficient. You may add other groups of pictures such as animals or objects to be classified according to size.

4. Puzzles can be made by mounting two duplicate pictures on heavy tag board. Cut one into pieces for children to reconstruct. Have

the puzzles with simple pictures, and range from two or three simple pieces to many complex pieces for the children to arrange.

5. Parts of pictures can be cut off and have the children find the missing part which has been placed with pictures of other parts.

   For example, cut the leg off of a cat, the tail off of a horse, and the wheels off of a wagon. Have children find the missing parts and put them with the correct picture. See below:

6. Sandpaper letters are helpful in using the kinesthetic approach teaching letter likenesses and differences. For example: - cut a "d" and a "b" from sandpaper. Have the child trace the letters, one at a time, with his finger. He repeats the name of the letter as he traces. Reproduce the letter in the air with large arm motion. Have child then reproduce on the chalkboard, then on paper, Continue with other letters that the child confuses.

7. Write letters in modeling clay with sharp pointed object. Have child trace with his finger until the form of the letter is established.

DEVELOPING VISUAL MEMORY

Visual Memory must be developed before a child can readily achieve success in reading and other abstract tasks. This can be developed through describing through memory, drawing from memory, pointing, and recalling names of objects seen.

1. Show child a picture (very simple one at first). Then take picture away and have him tell you what he saw. If he does not mention the details of the picture, show it again, and give him a specific detail to look for such as whether there is one or two boys in the picture, and whether there is a dog or cat in the picture.
2. Show the child cards, one at a time, with various shapes on them; after removing each, have him reproduce it on the chalkboard. Later this can be done on paper with pencil. Suggested shapes:

These should be drawn about 2 to 2½ inches high with broad tip felt pen on light colored cards.

3. Draw or mount pictures of objects (familiar to children) on strips of poster board or oak tag. At first use only 2 pictures per strip, then increase it to 3, then 4, and then 5 pictures. Show the child the card for a brief interval, then remove it from view and have child tell you what he saw from memory. If child knows the number symbols or colors, they can readily be adapted to this activity.

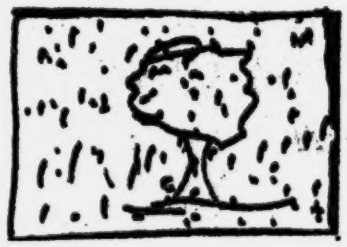
h. Line up a series of objects on table or desk. Tell children to look at all of them carefully. Then have them close their eyes, and teacher or child removes one. The other children open their eyes and guess what is missing.

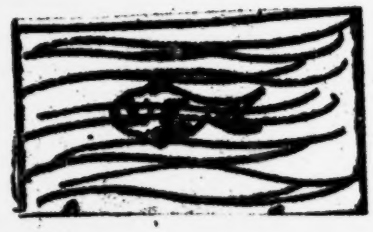
Later use pictures for above activity.

FIGURE-GROUND DEVELOPMENT

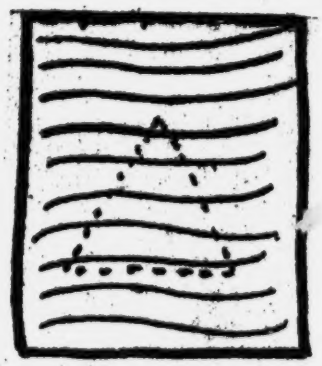
Some children may not be able to separate and see a specific object from its background. They confuse the outlines of it with the overall background of the picture. For example, they may not see the tree for the raindrops falling over it, or the fish because of the ripples in the water.

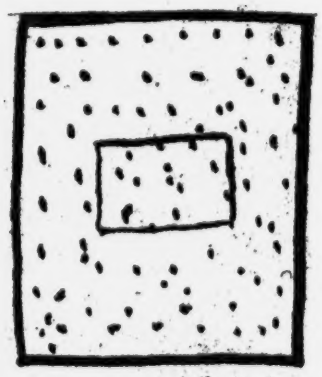
Examples:

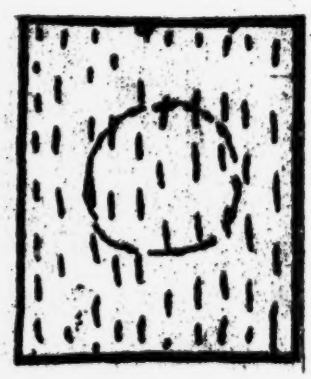


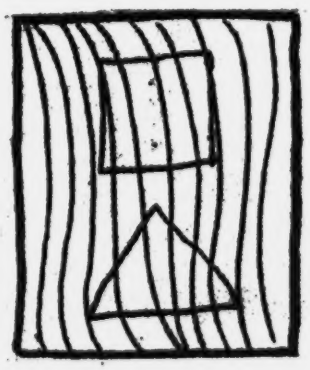


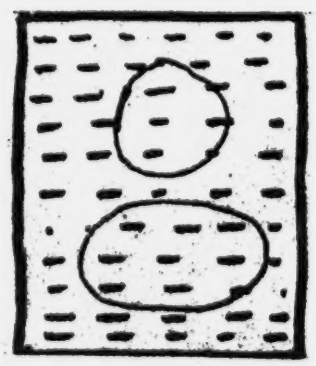
The following examples can be used for developing figure-ground skills visually. Have child find the lines of triangle and trace around the lines with his crayon, etc.

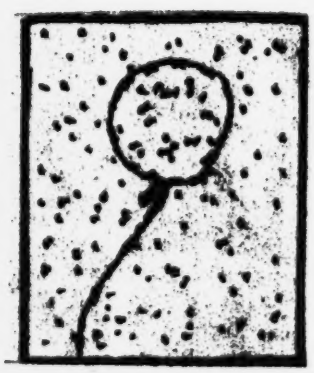










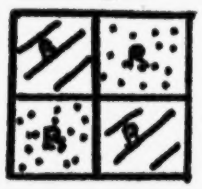
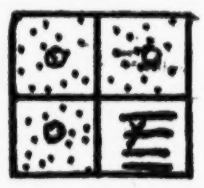
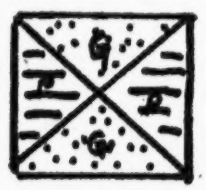
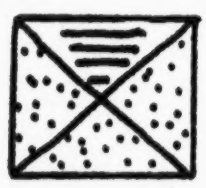


SPECIFIC VISUAL-MOTOR ACTIVITIES

1. Give children opportunities to make designs on peg boards. Teacher can make simple designs on one board and then have children copy hers. Begin with very simple and then develop more complex designs.

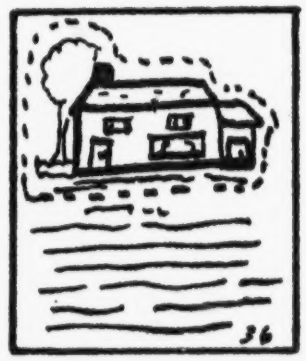
   If he has difficulty copying designs, cut shapes out of cardboard so that he can lay on the pegboard and put pegs in holes around the cardboard shape.

2. Designs can be copied using parquetry blocks.

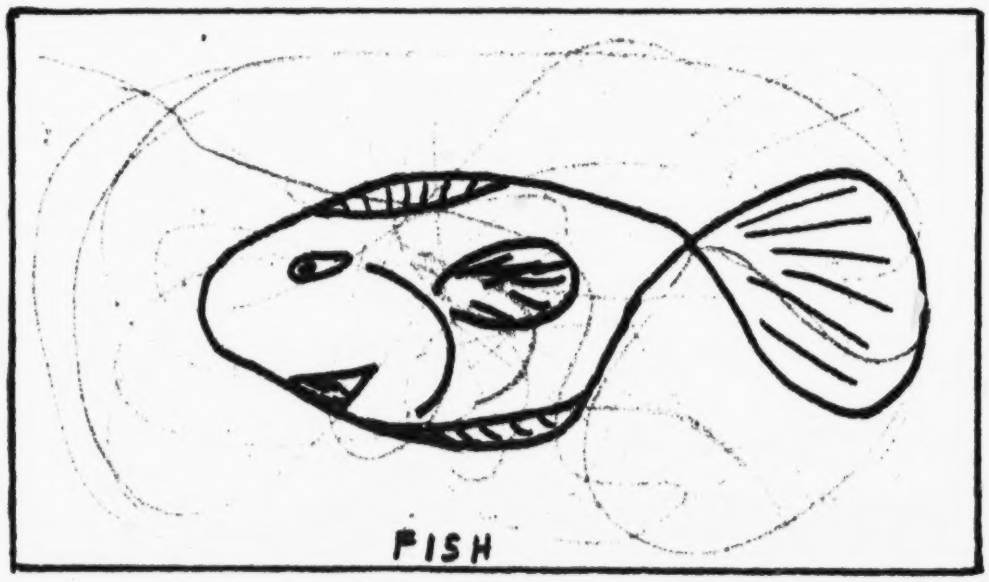
3. Provide time for your children who may have visual-motor problems to pound nails into blocks of wood. The teacher may start the nails into the wood prior to presenting the activity to the children. Large headed roofing nails and small hammers should be used.

4. Have many magazines that children can cut from. Begin cutting from them by having them cut pictures out following the lines encircling the picture which can be marked by the teacher with crayon or magic marker.



5. Trace shapes, designs, and letters of name with crayon or pencil. Attach tracing paper securely over the material to be traced. Do not clutter shapes and designs to be traced. Keep spaces between.

6. Scribbling is an early activity of young children. By scribbling children experiment with movement, and observe the marks made by scribbling. Begin scribbling at the chalkboard with chalk and then move to large manila paper with crayons. Kindergarten children should be given many scribbling opportunities.
Older children can scribble and then outline an object he sees in some of his scribbling lines:-



Note: Always have children erase their own work with the same sweeping lines as they did with the chalk.

7. Finger painting is an excellent activity for developing free movement using both hands and develops visual-motor skills.

THE WALKING BEAM AS AN AID TO DEVELOPING VISUAL-MOTOR SKILLS

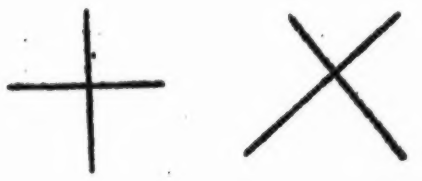
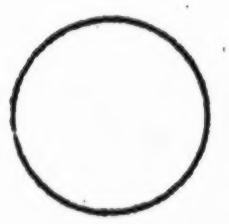
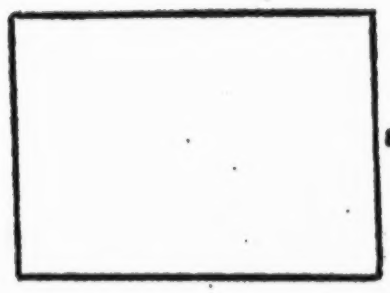
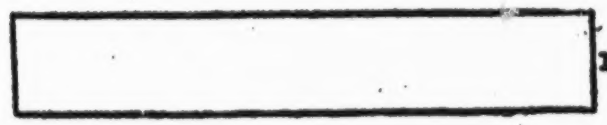
The walking beam is very useful to enhance balance and coordination. Mastering the walking beam will assist the child in developing and learning laterality. To master walking across the beam the child must learn right and left, because he must learn to detect which side has to move to keep his balance. This is the internal awareness of the right and left sides of the body.

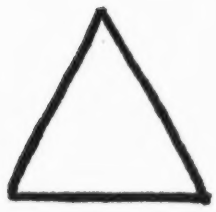
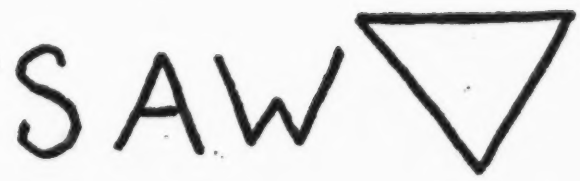
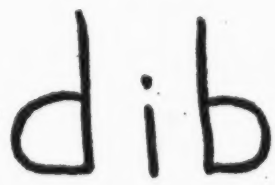
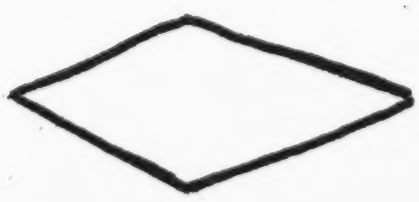
When initiating the walking beam to a group of children, it might be helpful to first have them walk a string stretched on the ground or walk a tape on the classroom or gym floor. The next step is to walk the beam placed directly on the floor, then on the bridges with the wider walking side up (4"), and last with the narrow walking side up (2").

The walking beam provides endless activities for visual steering as the children walk across the beam.

The unlimited activities provide many experiences in developing general movement patterns and muscular balance and coordination. It also aids in developing the ability in children to use their eyes to guide their movements insofar as knowing where they are in the perception of their surroundings.

Visual - Motor Tasks

Ages	Tasks
18 to 21 months	
2 yrs. 6 months	
3 yrs.	 circle
4 yrs.	
4 yrs. 6 months.	
5 yrs.	 square
5 yrs. 3 months	 rectangle

Ages	Tasks
5 yrs. 6 months	
6 yrs.	
6 yrs. 2 months	
6 yrs. 4 months	
6 yrs. 6 months	
6 yrs. 8 months	
7 yrs.	diamond
7 yrs. 2 months	

Ages	Tasks
7 yrs. 4 months	
7 yrs. 6 months	Total Pattern
8 years	Complex Pattern

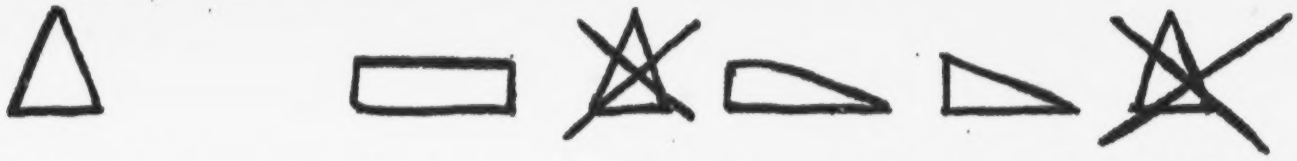
Reference

Simkov Manual, Medina, Ohio: Antof Educational Supplies, 1965.

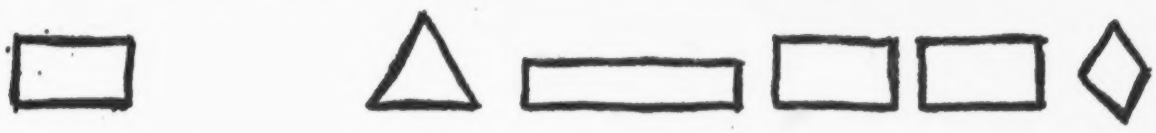
INSTRUCTIONS

Visual Perception Test in Reading

This is a test to find if you can tell when objects look alike and when they look different. Look at your answer sheet. You will see that there are several different pictures, words, and letters on each line. You are to look closely at the first picture, letter or word on each line. Then mark an X on all the other pictures, words, or letters that look exactly like it. Look at the examples. There are two other pictures on the line that look exactly like the first one. They are marked with an X. Find them.



Now see if you can do the next one. Put your finger on the first picture. Look at it. Mark all that look exactly like it.

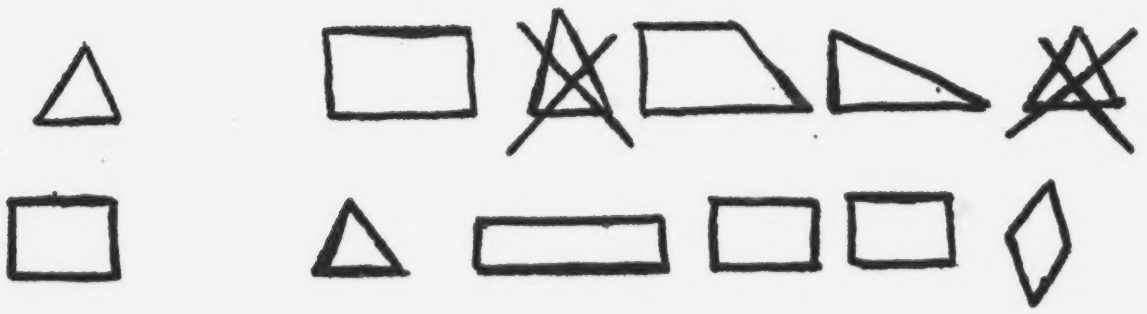


When the children have worked the example correctly, say, "Now look at the first line on your answer sheet. Put your finger on the first picture. (See that all children have followed instructions.) Make an X on all the other pictures in that line that look like the first. Give pupils time to complete the first line, then say: "Now go to the next line and do it the same way." Do all the other lines in the same way. Keep on working until you finish the page.

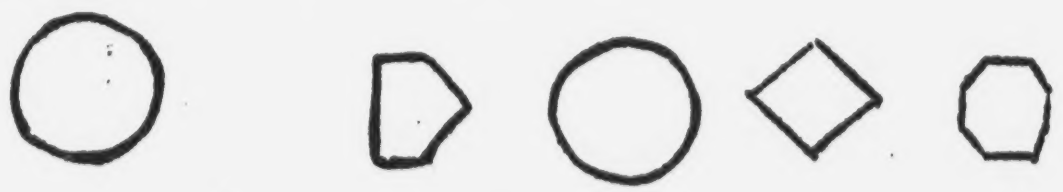
ANSWER SHEET

Visual Perception

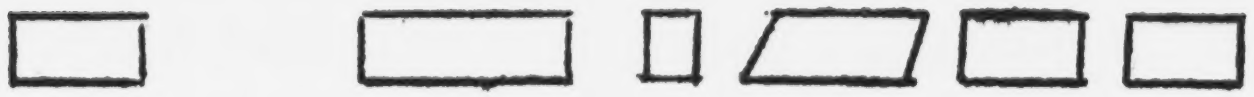
Examples:



1.



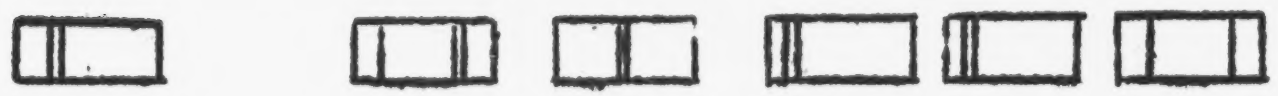
2.



3.

4.

5.



6.	S	S	S	S	S	Z
7.	Y	K	Y	Y	Y	Y
8.	n	m	n	n	m	w
9.	J	t	J	ſ	J	J
10.	W	M	W	W	≡	≡

11.	man	nan man can man mat
12.	sleep	sleep peep sleep sheep weep
13.	was	saw was was saw saw
14.	on	on no no on on
15.	though	though thought through though
16.	to go	to go to do to dig to go to yo
17.	see me	see me se me see me see me
18.	halt	salt half halt talk halt
19.	not	not ton ton ont not
20.	sun	sun fun sum sun sum

BIBLIOGRAPHY OF TEACHING MATERIALS

Before ordering any materials, catalogues should be checked for description and prices. Catalogues may be obtained from the companies so that descriptions and latest prices are available.

1. Allied Educational Council
   Distribution Center
   Galien, Michigan 49113

   Programmed Instruction Workbooks in Spatial Organization
   Teaches perception, understanding, and manipulation of shapes and objects in space.

2. American Guidance Service, Inc.
   Publishers' Building
   Circle Pines, Minnesota 55014

   Peabody Language Development Kits
   (Available at four mental age levels)

3. Concept Records
   P.O. Box 524
   North Bellmore, Long Island, New York

   1. Record Album - Volume 1 - Basic Songs for Exceptional Children - Developing basic concepts of body image and relationships.

   2. Record Album - Volume 3 - Basic Songs for Exceptional Children - Body movements, positions and associated body concepts.

4. Continental Press, Inc.
   Elizabethtown, Pennsylvania

   Liquid Duplicator Masters
   1. Visual Motor Skills - Level 1
   2. Visual Discrimination - Level 1
   3. Visual Discrimination - Level 2
   4. Independent Activities - Level 1

5. Creative Playthings, Inc.
Educational Department
Princeton, New Jersey

Dienes Logical Blocks - $19.50
Perception Plaques - Facial Features No. DA-389
Perception Plaques - Body Features No. DA-390
Puzzles - Raised "stand-up" beginner puzzles
Graded Circles, Squares and Triangles Form Board

6. Development Learning Materials
3505 North Ashland Avenue
Chicago, Illinois 60657

Pegboard and Pegs
Pegboard Designs
Spatial Relation Picture Cards
Orientation Cubes
Clear Stencils
Stencil Boards
Parquetry Designs (Large)
Parquetry Blocks (Small)
Parquetry Designs (Small)
Colored Inch Cubes
Colored Inch Cube Designs
Tracing Paper

7. Educational Research Assoc., Inc.
P. O. Box 6604
Philadelphia, Pennsylvania 19149

TAC Materials

8. Fearon Publishers
2165 Park Boulevard
Palo Alto, California 94306

The Remediation of Learning Disabilities by Robert E. Valett
(A Handbook of Psychoeducational Resource Programs)

9. Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

1. The Developmental Program in Visual Perception
by Marianne Frostig - 1966
   a. Beginning Pictures and Patterns
   b. Intermediate Pictures and Patterns
   c. Advanced Pictures and Patterns
   d. Teachers' Manuals for the above workbooks

2. The Frostig Remediation Program

3. The Parkinson Program for Special Children
   a. Reading Readiness Program $128.16

10. Forera Corporation
5401 Westbard Avenue
Washington, D.C. 20016

Mixie the Pixie
Consists of fine text books and teachers' manuals. This series was developed by the Special Education Materials Development Center of Washington, D.C.

11. Kurtz Brothers
Empire Building Room 704
5072 Liberty Avenue
Pittsburgh, Pennsylvania 15222

Sifo Beads - No. 118
Sifo Puzzles - assorted
Sifo Coordination Board - No. 55
Sifo Design Tiles - No. 58

Playskool Jumbo Beads - No. 702
Playskool Colored Blocks - No. 645
Playskool Parquetry Blocks - No. 306
Playskool Puzzles - assorted
Milton Bradley Parquetry Blocks - No. 8439
Milton Bradley Sewing Cards - No. 9383
Milton Bradley Cubical Counting Blocks - No. 8039
Milton Bradley Pegboards and Pegs
Balance Beams
Picture Dominoes
Animal Dominoes

12. Hafex Associates, Inc.
P.O. Box 519
Johnstown, Pennsylvania 15907

1. The Development of Body Awareness and Position in Space - Record Album 1

2. Exploring Perceptional Motor Needs of Primary Level Children - Record Album 2

3. Basic Concepts Through Dance
Album 1 - Position in Space
Album 2 - Body Image

13. Prentice-Hall, Inc.
Englewood Cliffs, New Jersey

Advantage by Raymond Fournier and Vincent Presno
This workbook develops concepts of classification, seriation, self, space, and time.

14. Teaching Resources
An Educational Service of the New York Times
334 Boylston Street
Boston, Massachusetts 02116

Visual Motor Perception Teaching Materials developed by Miss Ruth Cheves.

Erie Program/1 - Perceptual Motor Teaching Materials

Fairbanks Robinson Program/1 - Perceptional Motor Development

Pathway School Program 1

15. Webster Division, McGraw-Hill Book Company
New York, New York

Programmed Reading Materials - 1963

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Cratty, Bryant J., Developmental Sequences of Perceptual-Motor Tasks, Freeport, New York, Educational Activities, Inc., copyright 1967.

Crawford, John E., Children with Subtle Perceptual-Motor Difficulties, Pittsburgh, Pennsylvania, Stanwix House, Inc., copyright 1966.

Getman, G. N., How to Develop Your Child's Intelligence, Luverne, Minnesota, Research Publications, P.O. Box 219.

Haring, Norris G. and Schiefelbusch, Richard L., Methods in Special Education, New York, New York, McGraw-Hill Book Company, copyright 1967.

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